CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 10/27-10/28

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  Benchmark Assessment Standards:  **SS8H3: Analyze the role of Georgia in the American Revolution.**   1. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. 2. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Students will pair up in small groups and quiz each other over their classroom notes in preparation for UNIT 2 Test..**  **Activity 1- Students will compete this through the use of an interactive technology activity. (KAHOOT IT) Topics: SS8Ha and SS8Hb.**  **EU/EQ- CONFLICT AND CHANGE: When there is conflict between or within societies, change is the result.**   * What were the causes, both immediate and long term of the American Revolution against England? (H3a) * What role did Georgia play in the American Revolution? (H3b)   **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? (H3b, H4b)   **EU/EQ-Governance: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.**  How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,b) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5 min | **Get started/Drill/Do Now:**  *Students will read their preferred book for Clear (Counting Lexiles Encourages Active Reading) time and do a Quickwrite. Selected students will share their Quickwrite in class.* | **Summarize (quick write)** |
| 5 min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Students will compete in an interactive technology activity in preparation for the Unit 2 Test.. (KAHOOT IT) Topics: Causes of the American Revolution, The significant people and events in Georgia as it relates to the revolution.** | **Review Questions** |
| 10 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Students will pair up in small groups and quiz each other using their overall classroom notes in preparation for UNIT 2 Test.** | **Review Questions**  **Brainpop Assessment**  **Kahoot it Activity** |
| 20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  *Through a teacher-facilitated group discussion, students will answer random questions over Unit 2.* | **Review Questions**  **Oral Assessment** |
| 10 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will write the questions and answers from Unit 2 review in the back of their CRCT prep books. (The Revolution) | **Review Questions**  **Oral Assessment** |
| 10 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will answer several Unit Review Questions when called upon.** | **Summary** |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Students will unpack the actual standard by reviewing all details of SS8H3 A&B.**  A.Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.  B. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |